

## **Mississippi Transitional Refresher Course History Taking Course Objectives**

### **Minimum course length 16 hours**

#### **Course Description**

This course provides information on the techniques of history taking during a patient interview.

#### **Course Competencies Stated in Performance Terms:**

Upon completion of this course, the student will be able to:

1. Discuss techniques to obtain a medical history from a patient.
  1. Describe the techniques of history taking.
  2. Describe the structure and purpose of a health history.
  3. Describe how to obtain a comprehensive health history.
  4. Describe the importance of confidentiality when obtaining a health history.
2. Discuss the principles of history taking and techniques of physical exam to perform a patient assessment.
  1. Recognize hazards/potential hazards.
  2. Describe common hazards found at the scene of a trauma and a medical patient.
  3. Determine hazards found at the scene of a medical or trauma patient.
  4. Differentiate safe from unsafe scenes.
  5. Describe methods of making an unsafe scene safe.
  6. Discuss common mechanisms of injury/nature of illness.
  7. Predict patterns of injury based on mechanism of injury.
  8. Discuss the reason for identifying the total number of patients at the scene.
  9. Explain the reasons for identifying the need for additional help or assistance.
  10. Summarize the reasons for forming a general impression of the patient.

11. Discuss methods of assessing mental status.
12. Differentiate between assessing the mental status in the adult, child, and infant.
13. Discuss methods of assessing the airway in the adult, child, and infant.
14. State reasons for management of the cervical spine once the patient has been determined to be a trauma patient.
15. Analyze a scene to determine if spinal precautions are required.
16. Describe methods used for assessing if a patient is breathing.
17. Differentiate between a patient with adequate and inadequate minute ventilation.
18. Compare the methods of providing airway care to the adult, child, and infant.
19. Describe normal and abnormal findings when assessing skin temperature, condition, and color.
20. Explain the reason for prioritizing a patient for care and transport.
21. Describe the evaluation of patient's perfusion status based on findings in the initial assessment.
22. Describe orthostatic vital signs and evaluate their usefulness in assessing a patient in shock.
23. State the reasons for performing a rapid trauma assessment.
24. Discuss cases when the rapid assessment may be altered in order to provide patient care.
25. Discuss the reasons for repeating the initial assessment as part of the ongoing assessment.
26. Describe the components of the on-going assessment.
27. Demonstrate a caring attitude when performing an initial assessment.
28. Identify the feelings that patients with medical conditions might be experiencing.
29. Demonstrate maintaining a professional caring attitude when performing a focused history and physical exam.

30. Explain the value of performing an on-going assessment.
  31. Demonstrate the scene-size-up.
  32. Using the techniques of the physical exam, demonstrate the assessment of a medical patient.
  33. Perform a rapid medical assessment.
  34. Using the techniques of physical exam, demonstrate the assessment of a trauma patient.
  35. Demonstrate the rapid trauma assessment used to assess a patient based on mechanism of injury.
3. Demonstrate the process of clinical decision making to use the assessment findings to help form a field impression.
1. Compare the factors influencing medical care in the out-of-hospital environment to other medical settings.
  2. Differentiate between critical life-threatening, potentially life-threatening, and non life-threatening patient presentations.
  3. Evaluate the benefits and shortfalls of protocols, standing orders, and patient care algorithms.
  4. Apply the fundamental elements of critical thinking for paramedics.
  5. Summarize the six R's of putting it all together: Read the patient; Read the scene; React; Reevaluate; Revise the management plan; and, Review performance.